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ABSTRACT

This color coded manual provides guidelines and required or recommended forms for the identification of artistically gifted and talented students in South Carolina at the elementary and secondary levels. A multi-step procedure is outlined which is divided into three stages: initial screening, specific screening, and final screening. The major portion of the document consists of such forms as the South Carolina Rating Instrument for Artistically Gifted and Talented Students, the South Carolina Screening Data Recording Sheet, and sample nomination forms and letters. In addition, checklists and other sample forms appropriate to the specific and final screenings of students gifted in dance, drama, music, and the visual arts, respectively, are provided. (DB)

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GUIDELINES FOR THE IDENTIFICATION OF

ARTISTICALLY GIFTED AND TALENTED STUDENTS

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The guide, Visual and Performing Arts Identification and Selection Procedures for Gifted and Talented Elementary School Students, printed in 1982 by the Montgomery County School District, Maryland, served as a valuable resource in the formation of the recommended procedures for identification of artistically gifted and talented students in South Carolina.

SOUTH CAROLINA ARTISTICALLY GIFTED AND TALENTED IDENTIFICATION PROCEDURES

In order to comply with the South Carolina Education Improvement Act of 1984, School Districts must provide programs of study for gifted and talentd students at the elementary and secondary levels.

Artistically gifted and talented students, according to the Regulations for State-Funded Gifted and Talented programs, include those students who have the artistic potential to function at a high performance level in one or more of the fine arts areas: dance, drama, music and/or visual arts.

The following document gives a suggested multi-step procedure divided into three stages: Initial Screening, Specific Screening and Final Screening. The South Carolina Rating Instrument for Artistically Gifted and Talented Students must be used and reported as a part of the screening process. (See Form A, Page 6)

The Screening Data Recording Sheet may be used to maintain a profile of the screening proceedings. This form is divided into two sections. The name of every nominee, along with the results of their respective initial and specific screenings, may be recorded on the first section. This section may be completed by the school committee chairman. The results of the final screening and disposition, along with any pertinent comments, should be recorded on the second section. (See Form B, Page 8)

Copies of the South Carolina Rating Instrument for Gifted and Talented Students (Form A) and the South Carolina Artistically Gifted and Talented Students Screening Data Recording Sheet (Form B) should be filed for future reference.

Announcements that screening of Artistically Gifted and Talented students will take place should be made available to the local media. Form G, page 18 is a sample.

Prior to the specific screening or final screening session, the district may wish to schedule a parent meeting to explain the procedures used in the screening process. See form H, page 19 for a sample letter.

PHILOSOPHY

There are many facets to the education of the whole person. For a complete education it is imperative that the Arts be included. It is through education in the Arts that an individual can be assisted in developing the abilities for subjective responsiveness: a way of responding which goes beyond words, a way of knowing the conditions of human feelings. The Arts offer opportunity to discover what it is like to be someone else, something else, and/or somewhere else, as well as opportunity to learn how the Arts relate to the individual, the family, and society. The Arts are important to one's physical, mental, and cultural health throughout the life span.

With this philosophy in mind, a district committee, planning for the gifted and talented student, will need to consider:

1. What course offerings are provided for all students. (These learnings should provide readiness experiences which invite and enable the gifted and talented student to be identified.)

2. What course offerings and experiences should be offered to the academically gifted and talented? (Gifted and talented students may have abilities in several areas. Whatever their giftedness, it is appropriate to consider providing experiences which include the Arts.)

3. What experiences will be provided for the artistically gifted and talented in order to go beyond the usual offerings? (Experiences for the artistically gifted and talented should be decided only after their needs have been identified. The experiences should include those which will widen students' understandings, those which allow for specific learnings the individual student needs, and those which allow for interaction between the identified academically gifted and talented and the identified artistically gifted and talented.)

SCREENING

A major question is the identification of artistically gifted and talented students. A III-step process is recommended: 1) Initial Screening; 2) Specific Screening; and 3) Final Screening.

I. Initial Screening

Initial Screening should be used to identify students who show an aptitude for the arts, students who may benefit from intense exploration and in-depth study in one or more of the arts.

Initial screening forms may be developed to solicit from several sources information about individual students:

A. Faculty/Administrator Nomination (Form C)

B. Parent Nomination (Form D-2)

C. Student Nomination Form E-1 (grades 4-8) Form E-2 (grades 9-12)
(A student whose name is listed at least three times receives one nomination.)

D. Self Nomination (Form F)
(Any student who completes the form receives one nomination.)

Students who receive one nomination will be screened further. Initial screening does not in itself guarantee placement. All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

A Initial Screening should be recorded on the student's South Carolina Rating Instrument for Artistically Gifted and Talented Students. (Form A)

II. Specific Screening

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The Specific Screening process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher.

The teacher should base responses to the checklist on student behaviors which have been observed throughtout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

III. Final Screening

The Final Screening, identification, and selection of gifted and talented students should be the reponsibility of a district committee consisting of at least three members: an art teacher, a professional artist, and a member of the disstrict staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

DIRECTIONS FOR USING THE SOUTH CAROLINA RATING INSTRUMENTS FOR ARTISTCALLY GIFTED AND TALENTED STUDENTS

(Form A)

Student Information:

Record student name, current grade placement, school assignment, school district, code number (if students are coded for identification purposes by the district), and year.

I. Initial Screening

A. Record type nomination(s)

B. Record total nomination(s)

C. Record pertinent information under comments

D. Record recommendation

II. Specific Screening

A. Record teacher checklist score

B. Record audition score

C. Record pertinent information under comments

D. Record combined score from teacher checklist and audition

E. Record recommendation

III Final Screening

A. Record final audition score

B. Record interview score

C. Record demonstrated ability as evidenced by specific school, individual, or community-realted activities.

D. Record recommendation

SOUTH CAROLINA RATING INSTRUMENT FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

STUDENT _____ GRADE _____ SCHOOL _____ DISTRICT _____

CODE _____ DATE _____

INITIAL SCREENING

TYPE NOMINATION(S)	Dance	Drama	Music	Visual Arts
Faculty/Administration	☐	☐	☐	☐
Parent	☐	☐	☐	☐
Student	☐	☐	☐	☐
Self	☐	☐	☐	☐

TOTAL NOMINATIONS _____ ☐

Comments _____

_____

Recommended for further screening in _____ ☐

Not recommended for further screening at this time _____ ☐

SPECIFIC SCREENING

	Score
Teacher Checklist	
Audition	

Comments _____

_____

_____

_____

TOTAL SCORE _____ ☐

Recommended for further screening _____ ☐

Not recommended for further screening at this time _____ ☐

Committee Chairman _____

FINAL SCREENING

	Score
Final Audition	
Interview	

TOTAL SCORE _____ ☐

Comments (Demonstrated Ability - specific, school, individual or community related)

_____

_____

_____

Recommended for program _____ ☐

Not recommended for program at this time _____ ☐

District Committee Chairman _____

(9)

DIRECTIONS FOR USING THE SOUTH CAROLINA SCREENING DATA RECORDING SHEET

(FORM B)

I. The first section should be completed by the School Committee.

A. Record names of all nominees

B. Record student code number (if students are coded for identification purposes by the district)

C. Record the total nominations for Initial Screening

D. Record date nomination received

E. Record art area(s) for which screened

F. Record Specific Screening total score

G. Record date of Specific Screening

II. The second section should be completed by the District Committee

A. Record the Final Screening total score

B. Record date of Final Screening

C. Record date of enrollment/withdrawal from program

D. Record comments

III. The information section should indicate total number of students recommended for gifted and talented program, the school(s), and school district. It should be signed by the school committee chairman and district committee chairman.

SOUTH CAROLINA ARTISTICALLY GIFTED AND TALENTED STUDENTS
SCREENING DATA RECORDING SHEET

This section should be completed by the School Committee							This section should be completed by the by the District Committee				
Student	Code	Initial Screening Total Nomination(s)	Date	Art Area(s)	Specific Screening Total Score	Date	Final Screening Total Score	Date	In/Out of Program	Date	Comments or Remarks

Total number of students recommended for Gifted and Talented Program _____

School _____ District _____

School Committee Chairman _____ Date _____

District Committee Chairman _____ Date _____

SAMPLE FORMS FOR THE IDENTIFICATION OF ARTISTICALLY GIFTED AND TALENTED STUDENTS

These sample forms were developed as aids for the identification of artistically gifted and talented students in South Carolina Schools. They are not mandated by the State Department of Education. They are simply examples which by no means are all inclusive. The main purpose of these examples is to stimulate thinking in developing identification procedures that are applicable to students and teaching situations in local school districts.

Form C	Faculty/Administrator Nomination
Form D-1	Letter to Parents
Form D-2	Parent Nomination
Form E-1	Peer Nomination (Grades 4-8)
Form E-2	Peer Nomination (Grades 9-12)
Form F	Self Nomination
Form G	News Release
Form H	Parent Meeting Form Letter

FACULTY/ADMINISTRATOR NOMINATION FORM
FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

As you read the characteristics listed below, list the names of those students who first come to mind. A student may be named more than once.

1. Students who show interest in a particular art form.
2. Students who spend time pursuing an art form.
3. Students who demonstrate good fine motor or gross motor coordination.
4. Students who have good memory, unusual ability to store and use information.
5. Students who are willing to try new activities.
6. Students who follow through on work that initially excites them.
7. Students who can express feelings in/through an art form.
8. Students who are keen observers, are sensitive to their environment, see the unusual, and see what others may overlook.
9. Students who create unique responses to given stimuli.
10. Students who (can) elaborate and extend the ideas of others.

VISUAL ARTS	DRAMA	MUSIC
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Faculty/Administrator _____ Date _____

COMMENTS:

SAMPLE FORM C

(10)

ARTISTICALLY GIFTED AND TALENTED STUDENTS
PARENT NOMINATION INVITATION

Dear (Parent):

Your child's school is offering a program of studies for students who are artistically gifted and talented.

Typical characteristics of students who will be enrolled in this program of studies are:

-Students who are exceptionally interested in drama, music, and visual arts
-Students who initiate unique ideas and responses
-Students who are sensitive to their environment
-Students who observe the unusual, that which may be overlooked by others
-Students who are willing to try new activities
-Students who follow through in work that initially excites them

Because you have opportunity to observe special interests, skills, and qualities of your child in a non-school setting, you can provide the school with valuable information. Please complete the enclosed form and return it to the Principal's Office by (date).

_____

_____
Principal

SAMPLE LETTER FORM D-1

PARENT NOMINATION FORM FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

TO: (Name of Principal)
School

Student Name _____ Grade _____ School _____ District _____

Parent(s) Name _____ Address _____

_____ Date _____

_____ I would like for my child to be considered for the artistically gifted and talented program of studies.

_____ I give permission for my child to participate in an audition if needed.

_____ I am not interested at this time.

Area(s) of special interest and talent ____ Art ____ Drama ____ Music

COMMENTS:

Parent's Signature _____

SAMPLE FORM D-2

(12)

STUDENT NOMINATION FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Elementary (Form E-1)

The student nomination form, to be completed by students in grades 4-8 should be introduced, with as brief an explanation as possible, by the classroom teacher. Students should think of the form as an activity to "find out how much you know about your classmates," **NOT** as a screening for special programming for high ability students.

Teachers will want to help students with reading difficulties but should avoid discussions which tend to affect results.

Using a class roll, record each time student's name appears. If a student's name appears three or more times, the student should receive one nomination for initial screening.

Secondary (Form E-2)

The student nomination form, to be completed by students in grades 9-12, should be made available and students should be invited to nominate their peers. A faculty member should coordinate the student nominations.

WHAT DO YOU KNOW ABOUT YOUR CLASSMATES?

Please write down the name of the classmate whom you would choose for each item. It does not have to be someone in the class you are in now; it can be someone in one of your other classes. You can name a person more than once or you can name a different person for each item.

1. Twenty years from now, who do you think will be a famous

   a) actor

   b) artist

   c) dancer

   d) musician

2. Who likes to make-up plays?

3. Who always is willing to try something new?

4. Who has the most unusual ideas?

5. Who enjoys drawing pictures?

6. Who enjoys pretending or likes to act in a play?

7. Who enjoys dancing?

SAMPLE FORM E-1

(14)

WHAT DO YOU KNOW ABOUT YOUR CLASSMATES?

Please write down the name of the classmate whom you would choose for each item. It does not have to be someone in the class you are in now; it can be someone in one of your other classes. You can name a person more than once or you can name a different person for each item.

1. Twenty years from now, who do you think will be a famous

   a) actor

   b) artist

   c) dancer

   d) musician

2. Who likes to create plays?

3. Who always is willing to try something new?

4. Who has the most unusual ideas?

5. Who enjoys sketching?

6. Who enjoys role playing?

7. Who enjoys dancing?

SAMPLE FORM E-2

DIRECTIONS FOR USING
SELF NOMINATION FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Information concerning Gifted and Talented studies should be made available to **ALL** students and application forms provided as needed on a voluntary basis. Care should be taken to insure that the timid student has access to the forms.

Any student who makes effort to complete the self-nomination form should receive further screening.

SAMPLE FORM

SELF-NOMINATION FORM FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Student Name _____ Grade _____ School _____ District _____

Parent(s) Name _____ Address _____

_____ Date _____

Our school plans to offer challenging studies for artistically gifted and talented students. If you would like to be considered for participation, please answer the following:

1. Have you had an exciting experience in dance, drama, music, or visual arts? Describe the event. Describe how you felt about the experience.

2. What would you like to learn in these special studies?

3. What lessons and activities do you participate in after school?

SAMPLE FORM F

(17)

SAMPLE NEWS RELEASE FOR
ARTISTICALLY GIFTED AND TALENTED SCREENING

For Release: (Date)_____ Contact: _____(name)_____
_____(title)_____
_____(address)_____
_____(phone)_____

STUDENTS TO BE SCREENED FOR ARTISTIC GIFTED AND TALENTED PROGRAM

_____(School District)_____ will begin selecting students for assignment to a gifted and talented program in ___(Music,) (dance,) (drama,) (visual arts)___ on _____(Date)_____.

The students chosen for participation must be nominated for the program and then undergo a two-phase screening process. All students in grades _____ are eligible for nomination. Additional information about the program may be obtained from _____ or by calling _____.

SAMPLE FORM G

(18)

SAMPLE LETTER TO PARENTS

Date

Dear _____

Your son/daughter has been (nominated)-(selected for screening) to participate in _____. You and your son/daughter are invited to meet with our selection committee at the following location:

Date: _____
Time: _____
Place: _____

The purpose of this meeting is to explain the screening procedures we will use to select the participants for the name of program.

We look forward to meeting you!

Sincerely,

SAMPLE FORM H

DANCE

Specific Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

DANCE

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The Specific Screening process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

TEACHER CHECKLIST

DANCE

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Appears to have a high level of physical coordination.				
2.	Demonstrates a sensitivity for rhythm: pulse, tempo, and pattern.				
3.	Creates original movement patterns and/or dances.				
4.	Utilizes gestures to accompany verbal expression.				
5.	Demonstrates a high energy level.				
6.	Shows originality/creativity in daily activities.				
7.	Participates actively in classroom movement experiences.				
8.	Moves with body awareness and control.				
9.	Demonstrates ability to concentrate.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				

TOTAL

SPECIFIC SCREENING

DANCE AUDITION

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

It is desirable to have a team of two to three persons evaluate the dance audition and a movement/dance educator to conduct the dance audition with students in groups of 5-15. The following tasks should be presented in a creative movement class setting.

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
Task One -- Shape Create and develop a series of still and moving shapes emphasizing various body parts and control of movement.				
Task Two -- Rhythm Move across floor to the underlying pulse of music. Teacher selects two contrasting styles of music: march, waltz, or slow sustained.				
Task Three -- Contrasts Show ability to move within the range of the following extremes: tempo (fast-slow), weight (heavy-light), level (high-low), duration (sudden-sustained), and size (small-large).				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

28

TOTAL

SAMPLE FORM

SPECIFIC SCREENING

TEACHER CHECKLIST

DANCE

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Appears to have a high level of physical coordination.				
2.	Demonstrates a sensitivity for rhythm: pulse, tempo, and pattern.				
3.	Creates original movement patterns.				
4.	Utilizes gestures to accompany verbal expression.				
5.	Demonstrates high energy level.				
6.	Shows originality/creativity in daily activities.				
7.	Participates actively in classroom movement experiences.				
8.	Presents self with ease in performance settings.				
9.	Demonstrates development of refined movement skills.				
10.	Shows an inner joy in movement				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				

TOTAL

SAMPLE FORM

SPECIFIC SCREENING

DANCE AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
It is desirable to have a team of two to three persons evaluate the dance audition and a movement/dance educator to conduct the dance audition with students. The following tasks should be presented in a creative movement class setting.				
Task One -- Shape Observe and follow movement as in follow the leader or mirroring. Leader should include the following elements: level changes (low, middle, and high); body parts leading (back, hands, arms, head, and shoulder); directions (forward, backward, upward, and downward) and size (large and small). NOTE: Leader should incorporate fluid movement with kinesthetic transitions avoiding stylized body positions.				
Task Two -- Rhythm Move across floor to the underlying pulse of music. Teacher selects four contrasting styles of music: march, waltz, slow sustained, and popular rock.				
Task Three -- Contrasts Show ability to move within the range of the following extremes: tempo (fast-slow), weight (heavy-light), level (high-low), duration (sudden- sustained), attack (sharp-smooth), and strength (tight-loose.)				

continued

Task Four -- Movement Sequence Framed in Stillness

Create a repeatable movement sequence from the following pattern starting and ending in a still shape: skip, skip, run, run, run, run, stretch, drop, turn, (hold a) shape. Direct student to include variations in time and space.

Task Five -- Performing Movement Sequence

Perform task four individually.

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				
		TOTAL		

SPECIFIC SCREENING

TEACHER CHECKLIST

DANCE

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

Directions: Place a check in the appropriate column.

The Student:	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1. Appears to have a high level of physical coordination and strength.				
2. Demonstrates a sensitivity for rhythm: pulse, tempo, and pattern.				
3. Creates original movement and dance patterns.				
4. Demonstrates intensity and/or high energy level.				
5. Shows originality/creativity and demonstrates divergent thinking in daily activities.				
6. Presents self with ease and poise in performance settings.				
7. Demonstrates development of refined movement skills and sophisticated patterns.				
8. Is enthusiastic about dance and eager to express ideas in this art form.				
9. Demonstrates a well-developed sense of spatial orientation.				
10. Possesses a wide-ranging movement vocabulary.				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				
TOTAL				

SAMPLE FORM

SPECIFIC SCREENING

DANCE AUDITION

Grades 7 - 12

The Audition contains three tasks. The Audition should take the form of general movement technique class including a warm-up before the tasks. The warm-up should not be graded and should be given simultaneously to all auditioning students. Each student should perform the tasks individually for grading. However, the warm-up should be observed by the committee to focus in on those whose movement techniques and skill are obvious. The tasks should be rated by a school committee composed of three persons including a dance teacher or education professional with a movement/dance background.

TASK ONE - Movement Sequence with Variation

Prior to the audition, the leader conducting the audition should compose a twelve count movement phrase of appropriate complexity utilizing this sequence: travel, elevation, collapse, rise, bend or twist, turn, and balance.

Instructions to Auditioning Students:

Part One - "Perform this twelve - count phrase, keeping the movements the same.

Part Two - "Perform Part One phrase but change the time taken to complete the movements. You should try to cover all tempos (very fast, fast medium, slow, very slow)."

TASK TWO - Original Movement Sequence

Instructions to Auditioning Students:

"Create your own repeatable movement phrase. Choose from among these movement ideas: turn, lunge, lean, curl/uncurl, slide, reach, shake, wiggle, rotate, swing, slither, leap, whirl, twist, and bounce." (List words on chalkboard for student reference. Allow six to eight minutes for students to complete phrase. Each student should perform the phrase twice).

TASK THREE - Prepared Presentation

Student will perform a prepared dance of his/her own choosing. The dance should not exceed one minute. Costumes are not encouraged.

SPECIFIC SCREENING RATING SHEET

DANCE AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the dance tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

Part One

Ability to reproduce sequence accurately	_____
Correct timing	_____
Energy flow	_____
Appropriate use of space	_____
Articulation of body parts	_____
Confidence	_____

Part Two

Effective manipulation of movement material	_____
Energy flow	_____
Appropriate use of space	_____
Articulation of body parts	_____
Confidence	_____

TASK TWO

Originality	_____
Energy flow	_____
Appropriate use of space	_____
Articulation of body parts	_____
Effectiveness of movement design	_____
Confidence	_____

continued 3¼

TASK THREE

Confidence	_____
Projection	_____
Difficulty of material presented	_____
Energy flow	_____
Articulation of body parts	_____
Fine motor coordination	_____

TOTAL _____

DANCE

Final Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

DANCE

The Final Screening, identification, and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a dance/movement educator, and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL SCREENING

DANCE AUDITION

Grades 1 - 3

The audition contains three tasks conducted in a creative movement class setting. Students should perform these tasks in groups of three to five.

A rating sheet is provided for use in recording the student's score.

These tasks should be directed by a movement/dance educator and rated by the district committee.

TASK ONE - Shape

Create and develop a series of shapes emphasizing various body parts.

TASK TWO - Rhythm

Move across floor to the underlying pulse of music. Teacher selects two to three styles of music: folk, classical, jazz, popular, and western square.

TASK THREE - Contrasts

Show abililty to move within the range of the following extremes: tempo (fast-slow), weight (heavy-light), level (high-low), duration (sudden-sustained), and size (large-small).

FINAL SCREENING RATING SHEET

DANCE AUDITION

Grades 1 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE - Shape

use of body _____
use of space _____
use of energy _____
joy of movement _____

TASK TWO - Rhythm

overall sense of rhythm _____
adaptability to meter changes _____

TASK THREE - Contrasts

range of movement _____
spontaneity _____
use of energy _____
use of space _____

TOTAL _____

FINAL SCREENING

DANCE AUDITION

Grades 4 - 6

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be directed by a movement/dance educator and rated by the district committee.

TASK ONE - Warm-up

Movement/Dance educator will lead students through a general movement warm-up emphasizing pure body moves, i.e. stretch, twist, circle, rise, collapse, swing, gallop, skip, and slide. Movement patterns of specific dance techniques (ballet, jazz, etc.) should be avoided. For rating purposes the student should be led through task one in groups of twelve or less.

TASK TWO - Prepared Movement Study

The student will perform his/her own movement study based on combining two or three of the following ideas: twisting, turning, circling, balancing, jumping, leaping, lunging, traveling, swinging, reaching, and resting. The study should not exceed two minutes.

TASK THREE - Prepared Performance

The student will perform a prepared dance of his/her own choosing. The dance should not exceed two minutes. Costumes are not encouraged.

FINAL SCREENING RATING SHEET

DANCE AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE - Warm-up

articulation of body parts _____
general ability _____

TASK TWO - Prepared Movement Study

originality _____
energy flow _____
appropriate use of space _____
articulation of body parts _____
effectiveness of movement design _____
confidence _____

TASK THREE - Prepared Performance

confidence _____
projection _____
difficulty of materials presented _____
energy flow _____
articulation of body parts _____
shows an inner joy in movement _____

GENERAL

overall strength and fitness	_____
appropriate body type	_____
fine motor coordination	_____
refined sense of timing/rhythm	_____

TOTAL _____

FINAL SCREENING

DANCE AUDITION

Grades 7 - 12

The audition contains three tasks. Task One will be given as a movement problem to be solved during the audition. Tasks Two and Three are to be prepared before the audition.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee. It is recommended that a movement/dance specialist conduct the audition warm-up, direct Task One Improvisation, and serve as a judge for the audition. It will be helpful to have Task Two and Three presented on a stage.

TASK ONE - Improvisation

The movement/dance specialist should direct the students in groups of five to eight through a movement improvisation.

TASK TWO - Two-part Composition (A B Form)

Student will present his/her own two-part compositional study of one set of the following contrasting themes: smooth-sharp , heavy-light, closing - opening, curved -straight. For example, part one to be smooth and part two to be sharp.

TASK THREE - Presentation

Student will perform a prepared dance of his/her own choosing. The dance should not exceed two minutes. Costumes are not encouraged.

FINAL SCREENING RATING SHEET

DANCE AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the dance tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE - Improvisation

Articulation of body parts	_____
General ability	_____
Spontaneity	_____
Depth of exploration	_____

TASK TWO - Two-Part Composition

Originality	_____
Energy flow	_____
Appropriate use of space	_____
Articulation of body parts	_____
Effectiveness of movement design	_____

TASK THREE - Presentation

Energy flow	_____
Appropriate use of space	_____
Articulation of body parts	_____
Effectiveness of movement design	_____
Shows an inner joy in movement	_____

GENERAL

Overall strength and fitness	_____
Appropriate body type	_____
Fine motor coordination	_____
Refined sense of rhythm/timing	_____
Range of movement from slow to quick	_____

TOTAL _____

SAMPLE FORM

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's Final Screening Interview Rating Sheet the score, together with at least one important comment which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

DANCE INTERVIEW

Grades 1 - 6

DANCE KNOWLEDGE AND SKILL

Rated on a four-point scale.

1. How do you get to be a dancer?
2. What dancer do you most admire? Why?
3. How many different kinds of dance do you know about?
4. What words describe dancers you have seen?

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How do you feel when you dance?
2. Why would you like to learn different ways of dancing?
3. Why is dancing important to you?
4.
5.
6.

FINAL SCREENING

DANCE INTERVIEW RATING SHEET

Grades 1 - 6

DANCE KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Dance Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

_____

Committee Chairman _____ Date _____

FINAL SCREENING

DANCE INTERVIEW

Grade 7 - 12

DANCE KNOWLEDGE AND SKILL

Rated on a four-point system.

1. Who, in your opinion, is the most outstanding dancer and why?
2. What do you have to do to become a good dancer?
3. What is the role of a choreographer and do you have a favorite?
4. Why have so many different dance styles been developed over time?

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How do you view your commitment to dance?
2. Are you interested in learning different styles of dance? Why?
3.
4.
5.
6.

FINAL SCREENING

DANCE INTERVIEW RATING SHEET

Grades 7 - 12

DANCE KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Dance Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

Committee Chairman _____ Date _____

SUGGESTIONS AND CLARIFICATIONS FOR THE DANCE AUDITION

The Dance Audition process is carefully designed to allow the selection of students who demonstrate potential as dance choreographers, performers, or in other dance-related areas. Pure movement activities are utilized to give all applicants equal consideration regardless of previous dance training. The use of a movement/dance specialist is recommended.

A large open space with a clean floor (for safety) is necessary. For Final Screening, grades 4-12, a stage is desirable. A record player and cassette player should be provided. Music selections for some tasks may be found in basal music series. Applicants should dress in leotards and tights (barefoot) or loose clothing to allow for free movement to be clearly observed. Costumes are discouraged.

Some tasks in Final Screening require students to receive the assigned task(s) at least two weeks prior to audition. Prior to enrollment in the program, consideration should be given to the students' overall health record.

DRAMA

Specific Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

DRAMA

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Volunteers to participate in classroom plays and improvisational scenes and follows through effectively.				
2.	Can demonstrate an emotion, feeling, or situation (Show "Today I am very happy.")				
3.	Can mimic people and animals (imitate simple activities).				
4.	Presents self with ease (describes the action of a story--the who, what where, the feelings of the characters).				
5.	Shows originality/creativity in day-to-day activities.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				

TOTAL

SAMPLE FORM

SPECIFIC SCREENING

DRAMA AUDITION

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

It is desirable to have a team of two to three persons to conduct the Drama Audition.

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
Task One -- Characterization through movement (Make flash cards with action words. Have a child pick a card and "act out" the word for other children. Child who guesses correctly gets next turn.)				
Task Two -- Conveying mood, feeling, emotion through movement (Give the child a card with a descriptive word on it. Child "acts out" the word, using facial expression only. Follow with whole body expression.				
Task Three -- Illustrating an interpretation of a particular person going through a specific action.				
Task Four -- Presenting self with ease (Have child to tell a favorite story.)				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Shows a strong interest in dramatic activities, expressing satisfaction from participation.				
2.	Communicates feelings by means of facial and vocal expression and gestures.				
3.	Is adept at role playing and creating appropriate dialogue for character being portrayed.				
4.	Can identify and demonstrate the conflict in a given situation.				
5.	Can use voice to reflect change of idea or mood.				
6.	Reads (aloud) with good use of vocal inflection and with articulation.				
7.	Can create and develop a dramatically effective sequential series of events in original stories and plays.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				
			TOTAL		

SPECIFIC SCREENING

DRAMA AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

It is desirable to have a team of two to three persons to conduct the Drama Audition.

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
Task One -- Characterization through movement. (Use flash cards with sentences which tell about actions.)				
Task Two -- Imagination (Use a simple object. Ask student to demonstrate what the object might become.)				
Task Three -- Verbal Improvisation (Select a character from a familiar story. Have child recount story from that character's perspective.)				
Task Four -- Oral Reading (Select a passage from the student's favorite book and have him/her read the passage aloud.)				
Task Five -- Memorized Presentation				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

Directions: Place a check in the appropriate column.

The Student:	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1. is enthusiastic about theater/drama and is eager to express ideas in that art form.				
2. is curious about theater/drama and its creative process.				
3. reads and interprets dramatic literature with a flair.				
4. is imaginative in the creation of character and environment.				
5. shows natural dramatic ability while relating experiences or telling stories.				
6. is adept at "on-the-spot" role playing and improvisation.				
7. can get others to respond physically (laugh, frown) and emotionally to their "portrayals".				
8. Uses facial expression, gesture, and movement to express feelings.				
9. can imitate voice and movement (mimics people, animals, and sounds effectively).				

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed	
10.	shows confidence in performance.					
11.	seeks outside performance opportunities.					
12.	demonstrates the ability to critically evaluate theatrical works.					
	Add Column Total					
	Multiply by Weight	0	1	2	0	
	Add Weighted Column Totals					
	TOTAL					

SPECIFIC SCREENING

DRAMA AUDITION

Grades 7 - 12

The Audition contains one two-part task.

A rating sheet is provided for use in recording the student's score.

This task should be rated by a school committee composed of three persons including the drama teacher.

TASK

Each student will come prepared with two one-to-two-minute monologues of contrasting styles by two different authors (monologues should not exceed two minutes).

SPECIFIC SCREENING RATING SHEET

DRAMA AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the drama tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

MONOLOGUE ONE

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

MONOLOGUE TWO

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

TOTAL _____

DRAMA

Final Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

DRAMA

The Final Screening, identification and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL SCREENING

DRAMA AUDITION

Grades 1 - 3

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

Illustrate an interpretation of a particular person going through a specific action (Example: A small child playing with a ball....)

TASK TWO

Have child to tell a favorite story.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 1 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

Creativity	_____
Movement	_____
Originality	_____
Projection	_____
Use of Detail	_____

TASK TWO

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Projection	_____

TOTAL _____

FINAL SCREENING

DRAMA AUDITION

Grades 4 - 6

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

Illustrate an interpretation of a particular person going through a specific action (Example: A very old person walking).

TASK TWO

Give a memorized presentation of approximately one minute.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

Characterization _____
Creativity _____
Movement _____
Projection _____

TASK TWO

Articulation _____
Expression _____
Projection _____

TOTAL _____

SAMPLE FORM
2-16

FINAL SCREENING

DRAMA AUDITION

Grades 7 - 12

The audition contains three tasks.

A rating sheet is provided for use in recording the student's score.

This task should be rated by the district commitee.

TASK ONE

Each student will come prepared with two one-to-two-minute monologues of contrasting styles by two different authors (monologues should not exceed two minutes). Participants will use the monologues prepared for specific screening.

TASK TWO

Each student will improvise a one-to-two-minute monologue/narrative.

TASK THREE

Each student will come prepared to create a thirty-second mimicry of a person, an animal, or a character.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the drama tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

MONOLOGUE ONE

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

MONOLOGUE TWO

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

TASK TWO

Articulation	_____
Characterization	_____
Expression	_____
Originality	_____
Projection	_____

TASK THREE

Characterization	_____
Expression	_____
Movement	_____
Originality	_____
Use of Detail	_____

TOTAL _____ 60

SAMPLE FORM

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's Final Screening Interview Rating Sheet the score, together with at least one important comment which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

DRAMA INTERVIEW

Grades 1 - 6

DRAMA KNOWLEDGE AND SKILL

Rated on a one-point scale.

1. How do you get to be an actor?
2.
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How do you feel if people laugh at the wrong parts.
2.
3.
4.

FINAL SCREENING

DRAMA INTERVIEW RATING SHEET

Grades 1 - 6

DRAMA KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Drama Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

_____

Committee Chairman _____ Date _____

SAMPLE FORM

FINAL SCREENING

DRAMA INTERVIEW

Grade 7 - 12

DRAMA KNOWLEDGE AND SKILL

Rated on a one-point system.

1. Why do you have an intermission?
2. Who has the final word in a play, why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. Why do you want to participate in the gifted and talented drama program?
2. How do you view your commitment to drama.
3.
4.
5.
6.

FINAL SCREENING

DRAMA INTERVIEW RATING SHEET

Grades 7 - 12

DRAMA KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Drama Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

Committee Chairman _____ Date _____

MUSIC

Specific Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

MUSIC

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The process is made up of two parts.

A. A Checklist

A checklist is completed by the choral, instrumental music or general music teacher. In the elementary school the classroom teacher should also complete a checklist.

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

MUSIC TEACHER CHECKLIST

Grades 1 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

The Student: (Place a checkmark in the appropriate column)	Below Normal Expectations	Average Expectations	Above Normal Expectatons	Not Observed
1. demonstrates strong interest in music				
2. demonstrates understandings of the concepts of music				
3. discriminates pitches, dynamics, tempo, tone colors, form, harmonic changes				
4. creates original patterns: rhythmic and melodic.				
5. makes up songs and creates verses to songs				
6. expresses feelings and emotions through music creatively				
7. shows interest in performing				
8. shows confidence in performance				
9. is persistent in new learnings				
10. studies music privately and performs in recitals				
11. other (specify)				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SPECIFIC SCREENING

SUGGESTIONS FOR THE MUSIC AUDITION

The music teacher should be a part of the audition process. The in-school committee which conducts the audition, by looking at the suggestions for each task, should adapt the suggestions so the task becomes appropriate for students in the district and/or school.

The audition for specific screening contains three tasks. Task One can be administered to groups of students. Tasks Two and Three are designed for the individual student.

A rating sheet is provided for use in recording the student's score. Cut-off score for the audition is suggested to be 95% of the highest possible score.

Task One calls for an audiotape to be prepared, directions for listening to be formulated, and answer sheet to be developed.

Task Two involves a teacher and individual students. The teacher sings a melody; the student should respond with the identical melody. This melody may be an original tune or a familiar melody. Use a neutral syllable such as "la".

Task Three is similar to Task Two: The teacher sings a melody as in task two and ask the student to respond to one alteration of the melody. The student should be prepared to say what was changed.

Music teachers should vary the melody in degree of difficulty according to the experience level of the students. Consideration should be given to the tessitura of the teacher conducting the screening as it relates to that of the students.

This screening is designed to discern the listening acuity of students and the ability to reproduce within themselves the music they hear.

EXAMPLES OF MUSICAL SELECTIONS FOR TASK ONE.

ALL GRADE LEVELS

These examples are given to assist the adjudicator in the selection of recordings to use during the music auditions. Adjudicators are encouraged to use selections similiar to but different from those noted below.

K-1

Menotti: Amahl and the Night Visitors, "March of the Kings"

Shostakovich: Ballet Suite No. 1, "Pizzicato Polka"

Stravinsky: Petrouchka, "Russian Dance"

Grades 2-3

1. Villa Lobos: The Little Train of the Caipira
2. Handel: Water Music "Bourree"
3. Kodaly: Hary Janos Suite, "The Battle and Defeat of Napoleon"
4. Purcell: Trumpet Tune

Grades 4-6

1. Beathoven: Symphony No. 3 Mov. 3
2. Dvorak: Slavonic Dances, op 46, no. 7
3. Handel: Messiah, "Hallelujah" chorus
4. Smith: The Star Spangled Banner
5. Calliet: Variations on the theme "Pop! goes the Weasel"
6. Prokofiev: Classical Symphony

Grades 7-8

1. Tchaikovsky: Serenade for Strings
2. Mussorgsky: Pictures at an Exhibition.
   "Ballet of Unhatched Chicks"
3. Tchaikovsky: Capriccio Italien
4. Joplin: The Entertainer
5. Verdi: Aida "Grand March"
6. Britten: Simple Symphony Mov. 2

Grades 9-12

Adjudicators may select from a wide variety of music for this task. The following are suggested catagories:

Symphonic Movement from the Classical Period
Symphonic (Tone) poem from the Romantic Period
A chorus from a Baroque Oratorio
Orchestral Suite of a Ballet from any period.
A composition for Pipe Organ in a Baroque, Classical or Romantic Style.

SPECIFIC SCREENING

MUSIC AUDITION

Grade 1

Task One

An audio tape should be prepared for Task One:

"In a few minutes you will hear some music. Listen to find out three things about this music. Look at the answer sheet on your desk; it will help you to remember what to listen for."

"1. Find the drawing of a walker and a runner. As you listen make a circle around the drawing that seems to match the speed of the music." (Music ....)

"2. Next, look at the two sets of footprints. One drawing shows steady beat. Put your finger on that drawing. Listen. If the music you hear has a steady beat, make a circle around that drawing. If the music does not have a steady beat, circle the other drawing." (Music ....)

"3. Look at the bottom of the answer sheet. Point to the two shapes which look the same. If the beginning and end of the music sound the same, circle the two shapes which look the same. If the beginning and end of the music do not sound the same, circle the other picture.
Get ready to listen carefully. Here is the music....." (Music ....)

Task Two

I will sing a melody; you listen. When I finish and say "your turn", you sing the same melody. If you need to hear the music again I will repeat it. Listen.

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

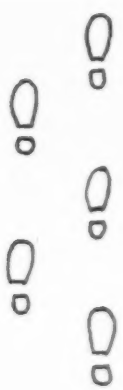
Task Three (Use the phrases for Task Two.)

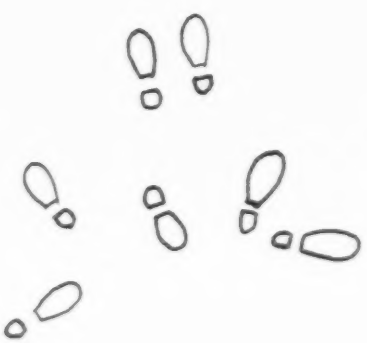
I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (pause) Listen.

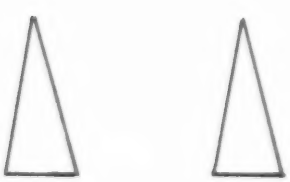
TASK ONE

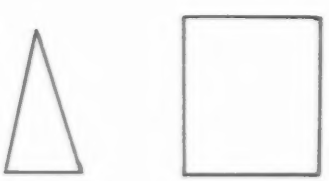
Grade 1

ANSWER SHEET









Name _____ School _____ Date _____

SAMPLE FORM
3–8

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grade 1

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a checkmark in the appropriate column.

Task One	Correct Response	Incorrect or Omitted Response
1. Speed	_____	_____
2. Steady Beat	_____	_____
3. Beginning and End	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add checks	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SAMPLE FORM

SPECIFIC SCREENING

MUSIC AUDITION

Grades 2 - 3

Task One

"In a few minutes you will hear some music. Listen carefully and look at the answer sheet. The answer sheet will help you to remember what to listen for...."

"1. Look at box number one. As you listen, decide whether the beat gets faster or does not get faster. Circle the words that show what you hear." (Music ....)

"2. Look at box number two. If the music is always loud, circle the words always loud. If the music is not always loud, circle the other words." (Music ....)

"3. Look at box number three. See the words all high sounds and the words both high and low sounds. Listen. If the music has all high sounds, circle the words all high sounds. If the music is NOT all high sounds, circle the other words." (Music ....)

"4. Box number four has the names of five instruments. The music you will hear will NOT have all the instruments. Circle only the names of the instruments you hear in the music. Listen." (Music ....)

Task Two

"I will sing a melody; you listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen.

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the Melodic Phrase for Task Two)

"I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (pause.) Listen."

TASK ONE

Grades 2 - 3

ANSWER SHEET

CIRCLE THE WORDS WHICH SHOW WHAT YOU HEAR

1.

BEAT DOES NOT GET FASTER BEAT GETS FASTER

2.

ALWAYS LOUD BOTH LOUD AND SOFT

3.

ALL HIGH SOUNDS BOTH HIGH AND LOW SOUNDS

4.

DRUMS HARP TRUMPET VOICES FLUTE

Name _____ School _____ Date _____

SAMPLE FORM

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 2 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a checkmark in the appropriate column.

Task One	Correct Response	Incorrect or Omitted Response
1. Beat steady/faster	_____	_____
2. Loud/soft sounds	_____	_____
3. High/low sounds	_____	_____
4. Instruments	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add checks	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SPECIFIC SCREENING

MUSIC AUDITION

Grades 4 - 6
Grades 7 - 8

Task One

Only the music to be analyzed is recorded on the tape. Directions for completing the tasks are on the response sheets.

Task Two

"I will sing a melody. You listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen."

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrase for Task Two.)

"I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (Pause.) Listen."

TASK ONE

Grades 4 - 6
Grades 7 - 8

ANSWER SHEET

As you listen to the music, circle either A or B for each question.

1. TONE COLORS?

   A. only one family of instruments

   B. more than one family of instruments

2. TEMPO?

   A. stays the same speed throughout

   B. speeds up and slows down

3. DYNAMICS?

   A. each section is either all loud or all soft

   B. each section has both loud and soft parts

4. MELODIES?

   A. move mostly by skips

   B. move by steps and skips

5. TEXTURE?

   A. one section is thin the other thick

   B. both sections are thin

6. REGISTER?

   A. mostly high

   B. both high and low

Name _____ School _____ Date _____

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 4 - 6
Grades 7 - 8

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a checkmark in te appropriate column.

Task One	Correct Response	Incorrect or Omitted Response
1. Tone color	_____	_____
2. Tempo	_____	_____
3. Dynamics	_____	_____
4. Melodies	_____	_____
5. Texture	_____	_____
6. Register	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add checks	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SPECIFIC SCREENING

MUSIC AUDITION

Grades 9 - 12

Task One

Select and play a composition to which students will be able to respond by discussing (writing) answers to one of the following sets of questions:

SET A.

1. What is the medium?
2. How are the technical aspects of music used and combined?
3. When does the music suggest it was written? (historical)
4. Where is the music from? (cultural and national concepts)
5. Why was the music written. What is its function?
6. Who is the composer?

SET B.

1. What elements of music are featured in this work?
2. Which elements seem most important?
3. Taking this composition into account how would you define music?
4. What element(s) create the form of this composition?
5. What is the overall texture of this composition?

Task Two

"I will sing a melody. You listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen."

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrase for Task Two)

"I will sing a melody. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what changed. (Pause.) Listen."

TASK ONE

MUSIC AUDITION

Grades 9 - 12

ANSWER SHEET FOR SET A.

Task One: As you listen to the selected music, respond by discussing the following questions:

1. What is the medium?
2. How are the technical aspects of music used and combined?
3. When does the music suggest it was written? (historical)
4. Where is the music from? (cultural and national concepts)
5. Why was the music written. What is its function?
6. Who is the composer?

TASK ONE

MUSIC AUDITION

Grades 9 - 12

ANSWER SHEET FOR SET B.

Task One: As you listen to the selected music, respond by discussing the following questions:

1. What elements of music are featured in this work?
2. Which elements seem most important?
3. Taking this composition into account how would you define music?
4. What element(s) create the form of this composition?
5. What is the overall texture of this composition?

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 9 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a checkmark in the appropriate column.

Task One				Correct Response	Incorrect or Omitted Response
SET A		**OR**	**SET B**		
1.	Medium	1.	featured elements	_____	_____
2.	techincal aspects	2.	most important elements	_____	_____
3.	historical concept	3.	definition	_____	_____
4.	cultural/national concepts	4.	form	_____	_____
5.	function	5.	overall textures	_____	_____
6.	composer			_____	_____

Task Two

Student sang:

1.	The same pitches	_____	_____
2.	The same rhythm	_____	_____
3.	At the same tempo	_____	_____

continued

Task Three

Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add checks	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

COMMENTS:

_____

_____

_____

_____

MUSIC

Final Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

The Final Screening, identification and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL SCREENING

MUSIC AUDITION

ALL GRADES

The audition contains two tasks. A rating sheet for use in recording the student's score is given on pages 3-24 and 3-25. These task should be rated by the district committee.

Task One

An appropriate musical instrument will be needed for the teacher and the student. Orff mallet percussion, piano (electronic or acoustic) resonator bells or other instruments may be used. (If instruments are not available use the voice) The auditioner's instrument should be placed where the student cannot see the notes played.

Have the student listen to an original melody played by the teacher; ask the student to play the same melody.

Example: "I will play a melody. You listen then try to play the same melody on your instrument. If you want to hear the melody again, I will play it one more time. Listen."

Suggested Guidelines for Creating Melodies
Use simple meters.

Grades	Approximate Number of Measures	Notes to Use
1	4	GEA (so, mi, la)
2-3	4	CDEGA (do, re, mi, so, la)
4-8	8	CDEFGABC (do,re,mi,fa,so,la,ti,do)
9-12	8	Same as 4-8 plus major third.

See page 3-31 for sample melodies

Task Two

Have student perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

ALL GRADES

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a checkmark in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add checks	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO Performance:	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add checks	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

Final Screening Rating Sheet

Music Audition
Grade 1
Page 2

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments: _____

_____

_____

_____

_____

SAMPLE FORM

INSTRUCTION FOR INTERVIEW

P
L
E
S
E

R
E
A
D

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's final screening interview rating sheet the score, together with at least one important comment which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. When forming question always consider the age and maturity level of the student. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

MUSIC INTERVIEW

Grades 1 - 6

MUSIC KNOWLEDGE AND SKILL

Rated on a one-point system

1. What makes music?
2. Who makes music?
3. How do composers . . . . .?
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. Why do you like music?
2. Who is your favorite musician?
3.
4.
5.
6.

FINAL SCREENING

MUSIC INTERVIEW RATING SHEET

Grades 1 - 6

MUSIC KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Music Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

MUSIC INTERVIEW

Grades 7 - 12

MUSIC KNOWLEDGE AND SKILL

Rated on a one-point system

1. What is music?
2. Why does a composer write music?
3. What is noise?
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. What is your favorite music? Least favorite? Why?
2. How do you experience music?
3. How do you plan to use music in your life?
4.
5.
6.

FINAL SCREENING

MUSIC INTERVIEW RATING SHEET

Grades 7 - 12

MUSIC KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Music Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

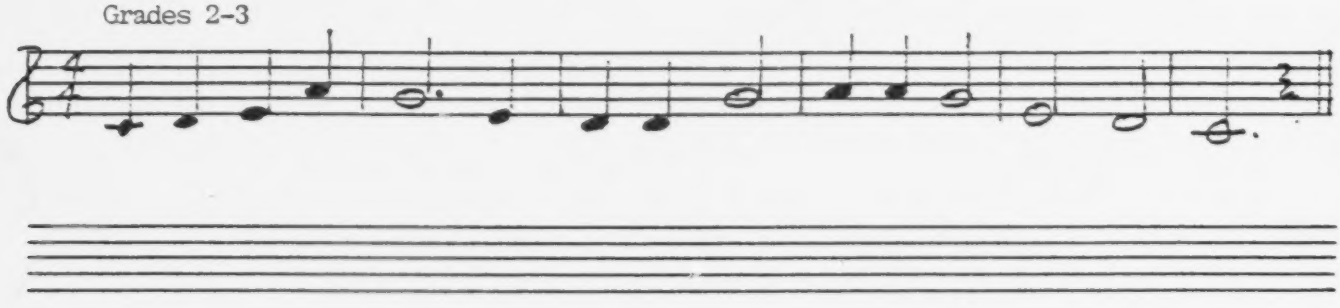
_____

SAMPLE FORM

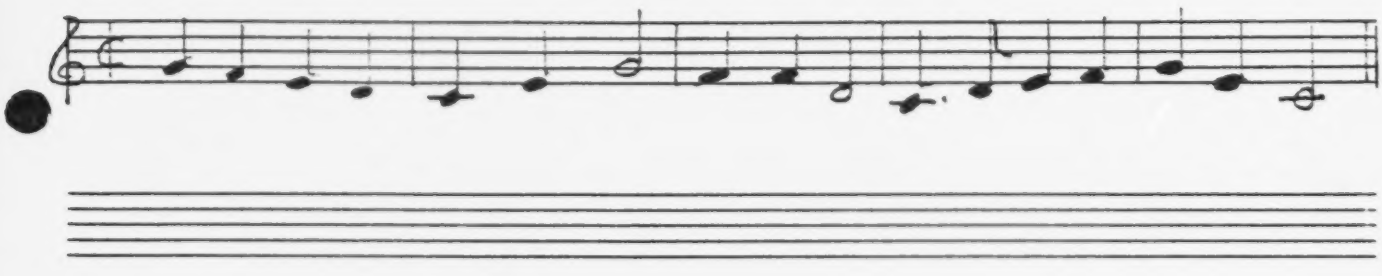
SAMPLE MELODIES FOR TASK ONE, FINAL SCREENING

Grade 1

Grades 2-3



Grades 4-6



Grades 7-8

Grades 9-12

VISUAL ARTS

Specific Screening

Sample Forms/Identification of Artistically
Gifted and Talented

VISUAL ARTS

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The Specific Screening process is made of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

VISUAL ARTS TEACHER CHECKLIST

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

Directions: Place a check in the appropriate column.

The Student:	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1. is enthusiastic about art processes and is eager to visually express ideas.				
2. creates original art works independently.				
3. invents new and unique ways to produce art works.				
4. is imaginative in selection of subject matter of art.				
5. visually interprets and communicates unique ideas, feelings, experiences and fantasies through art.				
6. is curious about the environment and art processes.				
7. is flexible in trying many art solutions.				
8. is sensitive to aesthetic elements.				
9. demonstrates the ability to critically evaluate art works.				
10. is persistent in attaining self-selected art goals.				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SPECIFIC SCREENING
DESCRIPTION OF CHARACTERISTICS ON THE VISUAL ARTS TEACHER CHECKLIST
(see Checklist on preceding page)

1. Enthusiastic
   a. demonstrates pleasure received from his/her art work
   b. likes to show and discuss his/her art work with others
   c. discusses art works with great awareness and interest
   d. develops a strong self-image through successful art experiences
   e. uses the visual arts to explain and communicate in other areas
   f. has multiple art interests

2. Independent
   a. is self-motivated
   b. is self-disciplined
   c. is self-directed
   d. is self-confident

3. Inventive
   a. finds new, individualistic ways of doing things
   b. improvises tools, uses found objects
   c. varies and combines materials
   d. moves from simple to more complex solutions
   e. experiments with a variety of materials

4. Imaginative
   a. tries new ideas, neither repetitive nor "copier"
   b. uses a variety of solutions
   c. often uses fantasy or unusual view as source of stimuli

5. Interprets and communicates visually
   a. draws from sensory influences -- "as hot as" . . .
   b. uses all of space in composition for a definite purpose which he can describe
   c. describes ways in which he/she uses art elements to express moods, feelings and ideas

6. Curious about environment and art processes
   a. gathers and uses information on many subjects
   b. asks many critical questions -- Why?
   c. goes beyond teacher's directions
   d. learns by experimentation rather than by direction
   e. is not afraid to try new approaches

7. Flexible
   a. considers/produces alternative solutions frequently
   b. adapts to new situations easily

8. Sensitive to aesthetic elements
   a. is more aware of line, color, shape etc. in man-made and natural surroundings
   b. learns art skills and concepts
   c. creates original art compositions which reflect a sensitivity to elements of art and principles of design

continued

9. Critically evaluates
   a. analyzes both his own and others' works
   b. revises work to develop a more refined composition

10. Persistent
   a. works for extended periods of time
   b. is absorbed in task
   c. shows prolonged/continuing interest

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 6

The purpose of the art tasks is to determine the student's:

(a) interest (b) knowledge and (c) level of application in the visual arts

Although there is no set time limit, each task should be completed within one art period.

1. These tasks should be administered by the art teacher.

2. These tasks should be rated by the school committee. (The school committee should be composed of at least three persons including the visual arts teacher.)

3. A rating sheet is provided for use in recording the student's score.

4. Additional information about individual student may be gathered by the school committee by:

   --asking students to exhibit and discuss art works created outside school
   --collecting information from other school staff

5. There are three tasks in this sample.

   Task One should be completed in pencil.

   For grades 1-3, task one is the drawing of a self-portrait.

   For grades 4-6, a three dimensional object should be selected that would allow the instructor to rate the student's ability to observe carefully and record images. Some examples are a chair, a plant, or a shell.

   Task Two should be completed in crayon or magic marker. The activity is the same for grades 1-6.

   Task Three is a three dimensional sculpture. The teacher may select any of the following exercises.

   A) clay sculpture - Figure Construction
      -grades 1-2, Recognizing basic shapes of animals and birds
      -grades 3-4, Creating animal forms and simple human figures
      -grades 5-6, constructing figures to be viewed in the round

   B) paper sculpture
      -grades 1-4, Creating 3-D forms from 2-D shapes
      -grades 5-6, Constructing free standing sculpture

   C) wire sculpture
      -grades 5-6, Using lines to capture action and enclose space

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 3

Task One

1. How well do you know yourself and what you look like? Please draw a picture of yourself in pencil in the space below. You may show yourself doing a favorite activity. Make sure you are the most important part of the picture.

111

SAMPLE FORM

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 4 - 6

Task One

1. Look at the object your teacher has placed on the table. Draw it in pencil as realistically as you can.

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 6

Task Two

2. Can you make a drawing from these lines? Using a magic marker or crayons, add as many lines and colors as you like to create a picture.

SPECIFIC SCREENING

VISUAL ARTS AUDITION RATING SHEET

Grades 1 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the visual arts samples.

A. ORIGINALITY

The student has represented an imaginary subject or has combined real forms in an imaginative way. _____

Rate: 1----------4
lowest highest

B. COMPOSITION

For each item below rate the product
Average - 1 or Above average -2

BALANCE

The shapes, lines, colors, and forms in the composition are balanced symmetrically or asymmetrically. _____

RHYTHM

Shapes, lines, colors, and forms within the composition repeat or contrast with one another to create movement or stability, unity and variety. _____

COLOR

Colors selected for use in the work create interest through harmony, repetition and contrast. Color usage is well balanced throughout the work. _____

LINE

Line quality is varied and appropriate for representation of the subject. _____

TEXTURE

Texture has been created using a variety of techniques. _____

CONTINUED

C. EXPRESSIVE QUALITY

The artwork communicates a personal response to the subject selected. _____

Rate: 1----------4
lowest highest

D. ELABORATION

The student includes many details which elaborate upon the theme and add interest. _____

Rate: 1----------4
lowest highest

E. OVERALL IMPRESSION _____

Rate: 1----------4
lowest highest

TOTAL _____

SAMPLE FORM

4-11

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 7 - 12

Applicants must submit a portfolio of six to eight pieces or art work (2" X 2" color slides may be substituted for 3-dimensional work). The portfolio may not include anything copied from published photographs or works of other artists but must instead be creative and original. Different techniques should be represented and none of the work should be traced. The samples should represent one or more of the following categories:

A. Pencil, charcoal, conte crayon or chalk
B. Ink, illustrating various techniques
C. Transparent and/or opaque watercolor, illustrating various techniques
D. Figure drawing, any medium, two or more figures
E. 3-dimensional work (or 2" X 2" color slides); may include sculpture assemblage, jewelry, weaving, mobile
F. Any medium, any subject (it is recommended that any work larger than 22" X 28" be submitted by color photographs).

Applicants' portfolios will be evaluated on:

--originality
--degree of technical ability
--sensitivity
--proficiency in a variety of media
--creativity
--overall impression

Drawings, prints, and watercolors should be properly matted so that they will show up to their best advantage.

Applicants are urged to request advice and help of an art teacher for preparing audition material.

The art samples included in the portfolio should be rated by the school committee.

A rating sheet is provided for recording the student's score.

SPECIFIC SCREENING

VISUAL ARTS AUDITION PORTFOLIO RATING SHEET

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

School Art Courses Taken:

_____, _____, _____, _____

This form is to be used in rating the portfolio. For each item listed below, rate the overall portfolio on the following scale.

Rate: 1----------4
Lowest Highest

A.	Originality	_____
B.	Degree of technical ability	_____
C.	Sensitivity	_____
D.	Proficiency in a variety of media	_____
E.	Creativity	_____
F.	Overall impression	_____

TOTAL: _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM
4-13

VISUAL ARTS

Final Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

VISUAL ARTS

The Final Screening identification and selection of giftd and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts.

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL AUDITION

VISUAL ARTS

Grades 1-6

Applicants must submit at least three pieces of art work in addition to the works completed during the audition. None of the work should be traced or copied from photographs or the works of other artists, but instead must be creative and original.

Applicants' work will be evaluated on:

A. Originality

B. Composition

Balance
Rhythm
Color
Line
Texture

C. Expressive quality

D. Elaboration

E. Overall impression

These art samples should be rated by the district committee.

A rating sheet is provided for use in recording the student's score.

FINAL SCREENING

VISUAL ARTS AUDITION RATING SHEET

Grades 1 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

District Committee Chairman _____

This form is to be used in rating the visual arts samples.

A. ORIGINALITY

The student has represented an imaginary subject or has combined real forms in an imaginative way. _____

Rate: 1----------4
lowest highest

B. COMPOSITION

For each item below rate the product
Average 1 or Above average 2

BALANCE

The shapes, lines, colors, and forms in the composition are balanced symmetrically or asymmetrically. _____

RHYTHM

Shapes, lines, colors, and forms within the composition repeat or contrast with one another to create movement or stability, unity and variety. _____

COLOR

Colors selected for use in the work create interest through harmony, repetition and contrast. Color usage is well balanced throughout the work. _____

LINE

Line quality is varied and appropriate for representation of the subject. _____

TEXTURE

Texture has been created using a variety of techniques. _____

continued

C. EXPRESSIVE QUALITY

The artwork communicates a personal response to the subject selected. _____

Rate: 1----------4
lowest highest

D. ELABORATION

The student includes many details which elaborate upon the theme and add interest. _____

Rate: 1----------4
lowest highest

E. OVERALL IMPRESSION _____

Rate: 1----------4
lowest highest

TOTAL _____

SAMPLE FORM

FINAL SCREENING

VISUAL ARTS AUDITION PORTFOLIO

Grades 7 - 12

Applicants must submit a portfolio of six to eight pieces of art work (2" X 2" color slides may be substituted for 3-dimensional work). The portfolio may not include anything copied from published photographs or works of other artists but must instead be creative and original. Different techniques should be represented and none of the work should be traced. The samples should represent one or more of the following categories:

A. Pencil, charcoal, conte crayon or chalk
B. Ink, illustrating various techniques
C. Transparent and/or opaque watercolor, illustrating various techniques
D. Figure drawing, any medium, two or more figures
E. 3-dimensional work (or 2" X 2" color slides); may include sculpture assemblage, jewelry, weaving, mobile
F. Any medium, any subject (it is recommended that any work larger than 22" X 28" be submitted by color photographs).

Applicants' portfolios will be evaluated on:

--originality
--degree of technical ability
--sensitivity
--proficiency in a variety of media
--creativity
--overall impression

Drawings, prints, and watercolors should be properly matted so that they will show up to their best advantage.

Applicants are urged to request advice and help of an art teacher for preparing audition material.

The art samples included in the portfolio should be rated by the district committee.

A rating sheet is provided for recording the student's score.

SAMPLE

FINAL SCREENING

VISUAL ARTS AUDITION PORTFOLIO RATING SHEET

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

District Committee Chairman _____

School Art Courses Taken:

_____, _____, _____, _____

This form is to be used in rating the portfolio. For each item listed below, rate the overall portfolio on the following scale.

Rate: 1----------4
Lowest Highest

A. Originality _____
B. Degree of technical ability _____
C. Sensitivity _____
D. Proficiency in a variety of media _____
E. Creativity _____

The item below should be rated on an eight-point scale.

Rate: 1----------8
Lowest Highest

OVERALL IMPRESSION: _____

TOTAL _____

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's visual arts interview rating sheet the score, together with at least one important comment, which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four-point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

VISUAL ARTS INTERVIEW

Grades 1 - 6

ART KNOWLEDGE AND SKILL

Rated on a one-point system.

1. What is your favorite art activity and why?
2. What is your favorite medium and why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How much time do you spend doing art and when?
2. Why do you want to be in the Gifted and Talented Program?
3. What do you like most about art and why?
4.
5.
6.

FINAL SCREENING

VISUAL ARTS INTERVIEW RATING SHEET

Grades 1 - 6

ART KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Art Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

VISUAL ARTS INTERVIEW

Grades 7 - 12

ART KNOWLEDGE AND SKILL

Rated on a one-point system.

1. Who, in your opinion, is the most outstanding contemporary artist and why?
2. What is your favorite medium and why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. Why do you want to participate in the Gifted and Talented visual arts program?
2. How do you view your commitment to art?
3.
4.
5.
6.

FINAL SCREENING

VISUAL ARTS INTERVIEW RATING SHEET

Grades 7 - 12

ART KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Art Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS: _____

_____

_____

_____

_____

SAMPLE FORM